

# ***Pye Bank CE Primary School***



## ***Behaviour Policy 2023-24***

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***'Learning Together, Learning to be Together'***

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## Contents

1. Our Vision.....	2
2. Aims.....	3
3. Legislation, statutory requirements and statutory guidance.....	3
4. Definitions.....	4
5. Bullying.....	4
6. Roles and responsibilities.....	5
7. School behaviour curriculum.....	7
8. Responding to behaviour.....	7
9. Serious sanctions.....	14
10. Responding to misbehaviour from pupils with SEND.....	15
11. Supporting pupils following a sanction.....	17
12. Pupil transition.....	17
13. Training.....	17
14. Monitoring arrangements.....	18
15. Links with other policies.....	18
Appendix 1: written statement of behaviour principles.....	19
Appendix 2: Our approach to bullying.....	19
Appendix 3: Searching a pupil.....	21

## 1. Our Vision

### “Learning together, learning to be together”

Our vision is to embody the Christian value of ‘love’, putting the uniqueness and diversity of our children, our staff, our families and our community at the heart of all we do. This is driven by our belief in the value of every individual as an equal, uniquely made in the image of God and loved by him.

We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support all pupils to make responsible behaviour choices enabling the best outcomes for all and providing an environment where everyone feels happy, safe and secure.



***The school has very high expectations of behaviour and an absolute belief that all children, with the right support, can achieve the standards expected of all. We believe that excellent behaviour is essential for excellence within learning. We are proud of our clear, firm but caring approach. This supports children in being happy and in feeling safe within school.***

## 2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- For all children to understand that their behaviour has an impact on others and themselves, both positive and negative. The consequences of this can lead to appropriate sanctions as necessary encouraging and supporting the child not to repeat that particular behaviour.

The policy is written in the belief that school can make a difference to a child's development. We recognise the high level of commitment and partnership required from everybody: children, parents, carers, staff and Trust to put this policy into action.

Adaptations are made for children with Special Educational Needs & Disabilities (SEND) or those experiencing temporary upset or trauma, e.g. family difficulties or bereavement. This relies on a good partnership between home and school so that action can be taken at the earliest possible moment.

## 3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## 4. Definitions

Examples of 'Lower Level' Behaviours are:	Examples of Serious Behaviours are defined as:
<ul style="list-style-type: none"> <li>• Failure to follow instructions first time</li> <li>• Distracting others from their learning</li> <li>• Poor learning behaviours</li> <li>• Not listening</li> <li>• Work avoidance</li> <li>• Not staying on task</li> <li>• Using unkind words</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated breaches of the school rules</li> <li>• Inappropriate use of language (Including swearing)</li> <li>• Targeted Swearing towards a child or adult</li> <li>• Any form of Bullying (See additional information)</li> <li>• Child on child abuse</li> <li>• Physical assault/Physical aggression</li> <li>• Verbal abuse/verbal aggression</li> <li>• Threatening behaviour (including spitting /scratching/nipping)</li> <li>• Fighting</li> <li>• Sexual misconduct -sexual violence and sexual harassment including sharing of nude/semi-nude images and intentional sexual touching without consent</li> <li>• Racist, sexist, homophobic or discriminatory behaviour</li> <li>• Theft</li> <li>• Smoking/vaping</li> <li>• Vandalism-damage to property -school property/peer property/buildings/neighbouring property</li> <li>• Inappropriate or dangerous items being brought onto the school premises: this includes knives or weapons, alcohol, illegal drugs, stolen items, vapes, fireworks or pornographic materials (these are defined as Prohibited Items)</li> <li>• Inappropriate or dangerous items used to inflict harm</li> <li>• Smoking</li> <li>• Off-site behaviour -where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school</li> </ul>

## 5. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Our anti-bullying strategy is outlined in detail in [Appendix 2](#)

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## 6. Roles and responsibilities

### 6.1 Governance and the Local School Board

The Trust is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher and Executive Headteacher to account for its implementation.

The Local School Board work in partnership with the Trust to support the school in its implementation of the Behaviour Policy.

### 6.2 The Executive Headteacher

The Executive Headteacher is responsible for:

- › Reviewing and approving this behaviour policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy ([see section 14](#))

The Executive Headteacher delegates the responsibility for the implementation of the Behaviour Policy to the Headteacher and works in close partnership with them to ensure its effectiveness.

### 6.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### 6.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Parents/carers will receive a half termly Readiness for Learning report for their child, summarising their behaviour, effort and attendance in school. Those pupils at risk of not achieving a good or better grading, will have been discussed with parents/carers prior to receiving the report.

	Attendance	Behaviour		Effort	
4= Exceptional	Attendance is 99% or higher		Exemplary behaviour shown at all times. Your child is a role model to others.		High level of effort every session, every day. Your child always contributes to lessons.
3= Good	Attendance is 96% or higher		Good behaviour shown throughout the day.		Good effort every session, every day. Your child contributes to lessons
2= Room for Improvement	Attendance is below 96%		Sometimes shows behaviour, which disrupts their own learning and sometimes the learning of others.		Effort is sometimes good but not always consistently applied
1= Cause for Concern	Attendance is below 90%		Poor Behaviour within class and other times, which is impacting on their learning and the learning of others		Poor level of effort leading to limited learning and achievement.

### 6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
  - The school's key values and routines
  - The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
  - The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 7. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Work positively with staff when they are dealing with any behaviour incidents, working together to resolve any issues at the lowest possible level.

The school uses a high quality PSHE scheme to support children in this area and have a clear approach to supporting learning behaviours. Familiar routines are used by staff in all lessons.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### 7.1 Mobile phones

- Pupils are not allowed to have mobile phones with them on-site
- If pupils who walk to school on their own need to bring a mobile phone to school this is by agreement with the school and the phone is passed to the class teacher each morning. Phones are handed into the office. Parents/carers complete the appropriate permission form.
- The school does not take any responsibility for damage or loss.
- If a child is found to have a phone with them in the class this will be dealt with as a breach of the behaviour code, at the appropriate level of sanction, depending upon individual circumstances.
- The phone would be stored by the Headteacher/head of School and parents/Carers called to collect it.

## 8. Responding to behaviour

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the values in their classroom.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines in line with the agreed protocols
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## **8.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information. This can be found on the school website, within the safeguarding folder stored in the office and the relevant folders on the school's electronic filing systems.

## **8.3 Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and/or reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

All of the school reward systems and possible sanctions are shared with the children at the beginning of each school year, as part of the Ambition Weeks by the Executive Headteacher, the Headteacher, and class teachers. These are revisited at the beginning of each half term

Staff realise the importance of a consistent whole school approach to behaviour and try at all times to be positive in their management of pupils. They also place great value on every pupil's individuality and as such tailor the whole school approach appropriately for each pupil's needs.

It is not possible to detail all of the ways that school personalises behaviour management as each individual case may involve different strategies. However, examples of encouragement include:

- Recognition boards;
- Positive words and praise;
- Value tokens;
- Star of the Day certificates;



- > Class rewards;
- > Weekly Gold Awards;
- > Weekly Headteacher Award;
- > Family Newsletter item;
- > Visits to the leadership team
- > Positions of responsibility/roles within the classroom
- > Communicating praise to parents/carers via a phone call, Class Dojo or written correspondence

## **8.4 Taking Responsibility**

In order to involve children productively and responsibly in school life, we encourage them to help with jobs around school. This particularly applies to Year 6 who apply for various positions and are interviewed by the Inclusion Team, Headteacher or an appropriate member of staff: e.g. Playground Leaders and Breakfast Club leaders, Mini Police, Pupil Voice Social Action Crew, etc.

## **8.4 Responding to breaches of the school's behaviour policy**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

### **Consequences**

There are consequences for making poor choices:

1. Quiet reminder to make the right choice
2. Warning with reflection time
3. Consequence that is carried out in private: loss of playtime to catch up on lost learning time, referral to SLT or time out in buddy class

We teach the children that the way that they behave has consequences to themselves and others.

Pupils may require additional time to catch up on any work missed or time and a space to reflect on the behaviour/reaction they have displayed. We believe that pupils should be given the opportunity to repair relationships.

All staff are trained to use Zones of Regulation to help children to self-regulate and to encourage children to reflect on how they felt.

We understand that some children need a bespoke positive behaviour plan, which may include appropriate rewards to reinforce behaviour. These are completed in collaboration with the learning mentor, parents/carers and pupil so that there is a shared understanding.

When incidents include behaviours defined as Serious Behaviours as shown in [section 4](#), children are referred to SLT and higher-level consequences may be considered: internal exclusion or suspension if appropriate.

### **Playground Behaviour Procedures**

- The same approach to praising positive behaviour choices applies on the playground too. Children who display positive behaviour and make good choices can be recognized and awarded value tokens if appropriate.
- Where behaviour choices are not positive, staff will remind the pupil/pupils about making better choices in a discrete way. If poor behaviour remains consistent or is of a serious nature, the children may lose future playtimes for a fixed period of time. All serious incidents are reported to the SLT and recorded.

### Further Procedures

To promote consistency with all members of staff, the following guidelines have been drawn up.

WARN		ACTION
<b>SANCTION 1</b>	5 minutes removed from playtime.	Recorded on behaviour log in class including reason for loss on the reverse side.
<b>SANCTION 2</b>	<ul style="list-style-type: none"> <li>- Up to 10 minutes of Buddy Class</li> <li>- Remainder of the session in Buddy Class</li> <li>- Work to be provided</li> </ul>	<p>Recorded on behaviour log in class including reason for loss on the reverse side.</p> <p>If persistently losing time class teacher to speak to parent/carer either at end of day or by phone. Note on behaviour log made.</p>
<b>ESCALATION OF SANCTION</b>	Above 1 full session in Buddy class, discussion with Inclusion Team or SLT member.	<p>Recorded on behaviour log in class including reason for loss on the reverse side.</p> <p>Class teacher to contact parent/carer at the end of the day. Note on behaviour log made.</p>
<b>SERIOUS INCIDENT</b>	Reported to SLT member to decide on next steps.	Recorded by SLT member on CPOMS Inclusion Team member or SLT member to contact parents/carers.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Staff will take the time to discuss behaviours or incidents with a pupil, ensuring pupils understand what part of the behaviour code has been breached. Where possible consequences are matched to the behaviours shown: eg *non completion of work in class time due to inappropriate behaviour or lack of effort may lead to the child completing the work in their own break time.*

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

### In addition to the strategies outlined above the school may on occasions use the following sanctions in response to unacceptable behaviour:

- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a responsibility
- Referring the pupil to a senior member of staff
- An update at the end of the school day, letter, Dojo message or phone call home to parents. Where possible a conversation is prioritised.
- Agreeing a behaviour contract or behaviour report
- Removal of the pupil from the classroom and internal exclusion
- Suspension for a fixed period of time
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

When a pupil is judged to be struggling with their behaviour the school will consider alternative approaches to behaviour management such as:

- › Meetings for pastoral 1 to 1 support
- › Use of teaching assistants to support in classrooms
- › Short term behaviour report cards
- › Long term behaviour plans
- › Individualised reward systems
- › SEMH/behaviour interventions
- › Cause for Concern intervention to consider SEND
- › Multi-agency assessment

## 8.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded (CPOMS and the bound book) and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 8.6 Confiscation and searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items ([listed in section 4](#)) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

### Searching a pupil: [See Appendix 3](#) for full details

Searches are rare in primary school and will only be carried out by a member of staff who has been authorised to do so by the Executive Headteacher or Headteacher, and where possible would be by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

**WHERE POSSIBLE/APPROPRIATE SEARCHES WOULD NOT TAKE PLACE WITHOUT THE PARENT/CARER PRESENT.**

## **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- › Desks
- › Coats if not being worn
- › Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in [section 4](#)) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. Authorisation can only be given by the Executive Headteacher/Headteacher/Head of School or the Designated safeguarding Lead.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

This should be avoided where possible.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay if they were not present:

- › Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in [section 4](#)
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in [section 4](#)), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in [section 4](#)). A member of staff will tell the parents/carers as soon as is reasonably practical:

- › What happened
- › What was found, if anything
- › What has been confiscated, if anything
- › What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **8.7 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform

- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another pupil
- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **8.8 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- › It poses a threat or causes harm to another pupil
- › It could have repercussions for the orderly running of the school
- › It adversely affects the reputation of the school
- › The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **8.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Executive Headteacher/Headteacher or other leader identified by them will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **8.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered
- › Supportive
- › Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally

- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

## 8.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and procedures for allegations against staff, for more information on responding to allegations of abuse against staff or other pupils. Both documents can be found on our website. All staff receive these documents annually.

## 9. Serious sanctions

### 9.1 Removal from classrooms: Internal Suspension

The use of buddy class is part of our behaviour policy and is used in response to lower level behaviours when a warning has been given. This is usually for a short period of time and no longer than a lesson.

In response to more serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. This is usually carried out by a senior leader within school and will be recorded as an **Internal Exclusion** (see DFE guidance Internal Exclusion Guidance 2009)

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. The decision to make an internal exclusion must be made by the Executive Headteacher/Headteache or most senior member of staff in their absence.

An internal exclusion is given if the child needs to remain out of class beyond the end of one lesson. Periods of time out of class are categorised as an internal exclusion if a child remains out of class for more than one lesson, usually for a morning or afternoon session. On occasions an internal exclusion is agreed with parents/carers following an incident, in order to avoid a suspension. This would be normally be for no more than one day/the following day.

The internal exclusion will take place with an adult in a separate working area: this could be in a shared area or pastoral room.

An internal exclusion is a discretionary measure, where a pupil's behavior is escalating and more serious measures need to be taken, but there are not yet grounds for a suspension. It can be used as an immediate but temporary provision allowing most pupils to keep learning without disruption. It is not a legal process. Any period of internal exclusion should be for the shortest time possible.

Typically, a pupil receiving a consequence of this level should be receiving additional support for their behaviour. The intention of the support should be to help avoid their behaviour escalating to a point where a suspension is necessary (examples: group interventions, 1 to 1 support, behaviour chart to address specific behaviours causing a problem; home-school book; support from a member of the Inclusion Team etc).

If a decision to internally exclude is made the following takes place

- The internal exclusion is recorded on CPOMS and Arbor
- Parents/carers are notified that their child has been subject to an internal exclusion

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

The Executive Headteacher and Headteacher monitor internal exclusion data each half term, as well as for an individual pupil each time an internal exclusion agreed. Patterns of exclusions are noted and reviewed quickly when appropriate.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the pupil is being unreasonably disruptive
- › Maintain the safety of all pupils
- › Allow the disruptive pupil to continue their learning in a managed environment
- › Allow the disruptive pupil to regain calm in a safe space

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- › Meetings for pastoral 1 to 1 support
- › Use of teaching assistants to support in classrooms
- › Short term behaviour report cards
- › Long term behaviour plans
- › Individualised reward systems
- › SEMH/behaviour interventions
- › Pupil support units
- › Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log on CPOMS and Arbor

## **9.2 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Executive headteacher/headteacher and only as a last resort.

Please refer to our exclusions policy for more information. This can be found on the school website.

## **10. Responding to misbehaviour from pupils with SEND**

### **10.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).



When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We aim to anticipate and remove triggers of misbehaviour. Our approach includes strategies below. This is not an exhaustive list:

- Adaptation of the behaviour policy: adjusting trigger points for warnings and consequences (eg 2-3 warnings given prior to moving to consequences,
- Visual timetables to chunk learning time for children with effective use of time out strategies.
- Meetings for pastoral 1 to 1 support
- Use of teaching assistants to support in classrooms
- Short term behaviour report cards
- Long term behaviour plans
- Individualised reward systems
- SEMH/behaviour interventions
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Risk assessment and positive handling plans, reviewed regularly.
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Pupil support units

## **10.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.



### **10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **10.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **11. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Time to reflect on behaviours
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

## **12. Pupil transition**

### **12.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **12.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **13. Training**

Our staff are provided with regular training on managing behaviour, including training on:

- Our behaviour policy
- Roles of key staff in school
- De-escalation training
- The proper use of restraint/positive handling
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

- › Zones of Regulation

Behaviour management will also form part of continuing professional development.

## 14. Monitoring arrangements

### 14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom/internal exclusions
- › Attendance, permanent exclusion and suspension
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the Headteacher/Head of School, supported by the Inclusion Team where appropriate. The data is then discussed with the Executive Headteacher.

The data will be analysed from a variety of perspectives including:

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### 14.2 Monitoring this policy

This behaviour policy will be reviewed by the Executive headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per [section 14.1](#)). At each review, the policy will be presented to the Local School Board for comment.

## 15. Links with other policies

This behaviour policy is linked to the following policies and documents:

- › Exclusions policy
- › Child protection and safeguarding policy
- › Physical restraint policy
- › Anti-Bullying Policy
- › Attendance
- › DfE guidance for mental health and behaviour
- › SEND Policy and report
- › Code of Conduct
- › Equality policy

## Appendix 1: written statement of behaviour principles

- › Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Pupils are helped to take responsibility for their actions
- › Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Trust and Local School Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2: Our approach to bullying

How the school will prevent bullying	<ul style="list-style-type: none"> <li>• Teach children through the curriculum (including but not exclusively the PSHE and RSHE schemes), and the school ethos that bullying is unacceptable</li> <li>• Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people.</li> <li>• Provide an 'open' listening approach to encourage children who are being bullied to confide in their class teacher or other member of staff without fear of recrimination</li> <li>• Identify and provide good supervision in areas of school where bullying could/has been known to occur.</li> <li>• Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities</li> <li>• Deal quickly, firmly and fairly with any complaints, involving parents where necessary</li> <li>• Stress firmly that all stakeholders-children, parents, staff and governors-have a responsibility to challenge bullying</li> <li>• Review the anti-bullying policy annually in consultation with the whole school community.</li> <li>• Ensure that there are clear and consistent pathways for reporting incidents of bullying which all members of the school community know.</li> <li>• Ensure staff are aware of factors, which may cause some children to be more vulnerable than others.</li> <li>• Ensure staff are aware of the different forms of bullying and are able to identify the signs and symptoms.</li> <li>• Foster a clear understanding that bullying in any form, is not acceptable. This will be done by using regular praise of positive and supportive behaviour by all staff in line with the school behaviour policy.</li> <li>• School will engage with key events such as Anti-bullying week.</li> <li>• Bullying incidents will be dealt with in a timely and robust way and all incidents will be recorded on CPOMs.</li> <li>• Data will be analysed half-termly and patterns and trend identified.</li> <li>• When bullying occurs, a robust response is taken so children know that bullying is not tolerated. The aim is always for children to be safe, to feel safe and to be supported to demonstrate safe behaviours to others.</li> <li>• <b><i>Bullying incidents are taken seriously at all times and school will always be</i></b></li> </ul>
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	<b><i>aware that bullying can and does happen within school.</i></b>
How pupils, parents and staff can report incidents of bullying	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>✓ Telling teachers, teaching assistants, SLT members or the Inclusion team: Stephanie Stacey (SENDCO), Deborah Maskrey (Pastoral Leader), Zabeda Hussain (Pastoral Manager) or Jeanette Toner (Learning Mentor)</li> <li>✓ Through worry boxes within school</li> </ul> <p><b>Parents/carers:</b></p> <ul style="list-style-type: none"> <li>✓ Contacting the class teacher in person, by phone or by class dojo</li> <li>✓ Sending an email to the class teacher, headteacher or SENDCO on <a href="mailto:enquiries@pbp.dsat.education">enquiries@pbp.dsat.education</a> email.</li> <li>✓ Speaking to SLT members at the school gate</li> <li>✓ Ringing school to speak to the Headteacher or a member of the Inclusion team</li> </ul> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>✓ Speaking to a member of SLT</li> </ul>
How the school investigates allegations of bullying	<ul style="list-style-type: none"> <li>✓ When incidents of bullying occur, the pupil's voice is prioritised, with the identified member of the team speaking to them individually.</li> <li>✓ Clarify the facts and identify if the incident is of a bullying nature</li> <li>✓ Discuss the support that the victim may need</li> <li>✓ School leaders will then speak to all children involved or as witnesses to the bullying and any members of staff who may have information.</li> <li>✓ Suggest ways forward for the victim</li> <li>✓ Agree on a review time (to meet up again)</li> <li>✓ Analysis of any prior records on CPOMs which could be linked to the allegation</li> <li>✓ Investigation depends on the individual situations and will be adapted to ensure every child is safe and protected.</li> </ul>
How the school will react to bullying that occurs off school premises or online	<ul style="list-style-type: none"> <li>✓ This will be dealt with sensitively and in line with DFE guidance. The allegations will be investigated thoroughly and dealt with in line with the behaviour policy in terms of sanctions and support.</li> </ul>
How the school records, analyses and monitors incidents of bullying	<ul style="list-style-type: none"> <li>✓ All allegations or incidents are recorded on CPOMs ensuring all details linked to incidents (What/When/Where/Who).</li> <li>✓ CPOMs is monitored regularly with half-termly analysis taking place. When incidents of child on child abuse or unkindness are recorded staff/SLT look track back for previous incidents/patterns, which could suggest a pattern of bullying behaviour.</li> </ul>
Sanction procedures	<ul style="list-style-type: none"> <li>✓ Sanctions will be in line with the schools tiered approach and are responsive to the severity and frequency of the incidents</li> </ul>
How the school supports pupils who have been bullied, and those vulnerable to bullying	<ul style="list-style-type: none"> <li>✓ Ensure that there are clear pathways for reporting bullying</li> <li>✓ Provide an 'open' listening approach to encourage children who are being bullied to confide in their class teacher or other members of staff without fear of recrimination</li> <li>✓ Ensure that strategies are put in place to support the needs of the individual</li> <li>✓ Ensure the victim and their parents are kept informed of how school are dealing with reported incidents.</li> <li>✓ Support is given through the Learning Mentor when appropriate: this may include 1 to 1 discussion time, use of interventions such as ELSA or structured social times.</li> <li>✓ For some children regular check-ins are made by members of SLT and discussions with parents/carers regarding support.</li> </ul>
How the school supports perpetrators	<ul style="list-style-type: none"> <li>✓ Ensure that perpetrators are listened to</li> <li>✓ Ensure that strategies are put in place to support individual needs</li> <li>✓ Ensure perpetrators are consulted, and kept involved and informed</li> <li>✓ Implement appropriate sanctions and learning programmes for example: – counselling/instruction in alternative ways of behaving – rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control</li> <li>✓ Adult mediation between the perpetrator and the victim (provided this is safe for the victim) – fixed periods of exclusion</li> </ul>
How the school trains staff and governors in	<ul style="list-style-type: none"> <li>✓ Annual training linked to Safeguarding and behaviour updates</li> <li>✓ Regular reporting of behaviour incidents and data to the Local School Board and the</li> </ul>

### Appendix 3: Searching a pupil

Searches are rare in primary school and will only be carried out by a member of staff who has been authorised to do so by the Executive Headteacher/Head/Head of School, and where possible would be by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

**WHERE POSSIBLE/APPROPRIATE SEARCHES WOULD NOT TAKE PLACE WITHOUT THE PARENT/CARER PRESENT.**

#### Exceptional circumstances:

Under exceptional circumstances the DFE guidance outlines the following: An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact Executive Headteacher or designated safeguarding lead to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **STRIP SEARCHES: THESE WOULD BE INCREDIBLY RARE IN A PRIMARY SCHOOL AND STATUTORY GUIDANCE IS IN PLACE- SEE BELOW**

**The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.**

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. They would seek advice from the Trust first.

**Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.**

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

#### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

#### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- › Act to safeguard the rights, entitlement and welfare of the pupil
- › Not be a police officer or otherwise associated with the police
- › Not be the headteacher
- › Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

#### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.